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ABSTRACT

In an effort to orient the student of Latin to the humanities, a series of three quinmester courses focus on various aspects of life of a Roman family in the first century A. D. The third part of the trilogy, to be used independently or in sequence, concentrates on the telling of time by day and year, all about schools, animals, and gladiatorial combats. Emphasis is placed on English derivatives and on the comparison between Roman and contemporary society. A course description, goals and performance objectives, outline of course content, suggested activities, expansion of materials, and evaluation and references are included. Listening, speaking, reading, writing, values, and attitude performance skills are specified. Related documents include Part I, FL 004 663; Part II, SO 007 090. (KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SP 007 091

ORIENTATION TO THE HUMANITIES

PART 3

SCHOOLS, ANIMALS AND KIDS

7500.03
7510.03

(Latin)

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 088744

ORIENTATION TO THE HUMANITIES

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COURSE DESCRIPTION

This is the third course of a trilogy which may be offered. The three quinmesters focus on various aspects of the life of a Roman family in the first century A.D. Each quinmester may be studied independently, but success will be more likely if the previous quin has been studied. School, Animals and Kids concentrates on the telling of time by day and year, all about school, animals and gladiatorial combats. Much emphasis is placed on English derivatives and on the comparison between Roman and contemporary society.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimal goals will be met with 75% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the student will:

A. Pantomime an action, when given the command in Latin.

B. Answer with either the literal or poetic English meaning, when given a motto in Latin.

C. Sing the song, "Unus, duo, tres Romani," when given the command, "Cantemus carmen, 'Unus, duo, tres Romani'."

II. Speaking Skills: According to his level of maturity and achievement, the student will:

A. Respond with the proper Latin phrase.

1. Given questions or statements from the dialogue, the student will give the proper answer in Latin.

2. When prompted by the question, "Quotus dies est?", the student will respond with the correct day of the week.

3. When prompted by the question, "Quotus mensis est?", the student will respond with the correct month.

4. When prompted by the question, "Quotus tempus est?", the student will respond with the correct season.

5. Given the question, "Quota hora est?" and visual stimuli of a clock, the student will tell time in Latin.

6. When prompted by visual stimuli of common classroom objects and the question, "Quid est?", the student will respond with the correct Latin word.

7. When prompted by a picture of a particular animal and the question, "Quid est?", the student will respond with the appropriate Latin name.

8. When prompted by a picture of a specific animal and the question, "Estne _____?", the student will answer either, "Ita, est_____." or "Minime, non est _____. Est _____."

9. When given an appropriate picture and the question, "Quid agit _____?", the student will respond with an appropriate verb describing the action of the animal.

B. Recite the Roman numbers from 1-20, when given the Roman numerals in print.

C. Respond with the correct Latin motto, when given the English translation.

III. Reading Skills: According to his level of maturity and achievement, the student will:

A. Respond with the Latin root, when given the English derivative of any Latin word covered in the Unit.

B. Respond with the meaning of the English word based on the Latin root, when given the English derivative of any Latin word covered in this Unit.

C. Answer questions relating to the story, "The Ant and the Grasshopper."

IV. Writing Skills: According to his level of maturity and achievement, the student will write the Roman numerals from 1-20 when given the cardinal number.

V. Values and Behavior Patterns of the Target Culture:

According to his level of maturity and achievement, the student will:

A. Identify the origin or etymology of the names of the months of the year and days of the week.

B. Identify statements true only of the Romans, only of the Americans or both.

1. Given a list of statements relating to time and telling time, the student will indicate the above information.

2. Given a list of statements concerning educational practices, the student will indicate the above information.

3. Given a list of statements concerning entertainment, the student will indicate the above information.

VI. Attitudes: The student will:

A. Elect to take further courses in Latin or Humanities.

B. Pursue actively further study of Roman culture, as evidenced by seeking additional knowledge, collecting evidence of classical influence on modern life, etc.

C. Show awareness of the various reasons for studying this course.

COURSE CONTENT

I. Nostra Schola

A. Dialogue

B. Names of days of week, months of year and seasons of year

C. Origin of the names of the days and months

1. Names of gods given to months and days

2. Names of men given to months

3. Julius Caesar's revision of the calendar

D. Numbers

1. cardinal

2 Roman numerals

E. Song, "Unus, duo, tres Romani"

F. Telling time

G. Contrast between methods of telling time in Roman times and today

1. sundial

2. waterclock

H. Vocabulary of school

I. Classroom commands

J. Mottoes

1. Repetitio est mater studiorum.

2. Ars, scientia, veritas.

3. Mens sana in corpore sano.

4. Errare humanum est.

5. Tempus fugit.

6. Carpe diem.

7. Non numero horas nisi serenas.

K. Comparison between Roman and American education

L. English derivatives

II. Animalia

A. Expanded dialogue

B. Vocabulary of animal names

C. Verbs relating to animal actions

1. ambulat

2. currit

3. cantat

4. volat

D. Mottoes

1. Sic transit gloria mundi.

2. Nota bene.

3. Lupus non mordet lupum.

4. Elephantus non capit murem.

5. Senatus Populusque Romanus, SPQR

E. Symbol of eagle

F. Story, "The Ant and the Grasshopper"

G. Comparison between Roman and American entertainment

H. English derivatives

SUGGESTED ACTIVITIES AND EXPANSION OF MATERIALS

See Curriculum Bulletin 20P-1, Orientation to the Humanities.

EVALUATIONS

Listening Skills: Instrument for measuring behavioral objective IC. Listen very carefully and then perform the action which is asked for. Cantemus carmen, "Unus, duo, tres Romani." (The student will then sing the song.)

Speaking Skills: Instrument for measuring behavioral objective IIA-5. You will be shown a clock with the hands in various positions. When you are asked the question, "Quota hora est?", you will tell the time in Latin.

Reading Skills: Instrument for measuring behavioral objective IIIB. Match the English derivative with the meaning.

_____1.	equine	a.	to make one
_____2.	aviary	b.	a tenth of something
_____3.	cantata	c.	a place to keep birds
_____4.	decimal	d.	1/4 of something
_____5.	unite	e.	like a horse
_____6.	quarter	f.	able to walk
_____7.	vernal	g.	something that is sung
_____8.	simian	h.	like a monkey
_____9.	feline	i.	having to do with spring
____10.	ambulatory	j.	like a cat

Writing Skills: Instrument for measuring behavioral objective IV. Write down one side of your paper the numbers from 1-20. Then beside these numbers, write the Roman numeral that corresponds to each.

Culture Skills: Instrument for measuring behavioral objective VB-1,2,3

Write "T" if the following statements are True about Roman life and "F" if they are False about Roman life.

_____1. A Roman boy was accompanied to school by a man called an asinus.

_____2. Romans were not particularly concerned about time.

_____3. Romans told time with a clock.

_____4. Gladiatorial games were the forerunners of the bullfight.

_____5. Roman boys learned rhetoric, philosophy, law and Spanish.

_____6. The symbol of Rome was an aquila.

_____7. Romans sometimes told time with a waterclock.

_____8. The Romans did not enjoy bloodshed in their entertainments.

_____9. Roman teachers were very strict.

____10. The study of Greek was considered important in Roman schools.

Attitudes: VI-A,B

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who spoke it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Latin and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups		Takes positive attitude		Seeks projects		Is member of language club		Does research		Registers for another Latin class		
	9/10		4/3		1/7		9/20		3/2		5/10		
1. Jones, Mary	—		E		—		E		—		—		

Key
E-Excellent
✓-Acceptable
—-Unacceptable

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AUDIO-VISUAL MATERIALS

Motion Pictures

The Ant and the Grasshopper. (On order) Coronet, 11 min. C.

The Calendar: Story of its Development. Coronet, 1958. 11 min. BW